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ABSTRACT

In July 1973, the New Hampshire School Union 58 began operation of its Experimental School (ES) Project. One of 10 projects nationwide which make up Project Rural, ES's aim was to develop "a community-centered school" which utilized available human and natural resources to foster positive attitudes toward learning, provided individuals with basic skills which enable them to realize personal goals, and utilized community resource facilities as a basis for lifetime learning opportunities. Project components were administration, in-house level I evaluation, and instruction. There were 3 instructional components: career/vocational education, language arts, and environmental/outdoor education, as well as adult education. An in-service training program was conducted to provide practicing educators with the opportunities to enrich their learning and to expand their awareness of new practices and techniques in project related components. Since May 1975, a teacher recertification staff development program has been operated by Union 58. The ES project's in-service workshops, minishops, skillshops, visitations, and staff training activities complimented the local program and provided teachers with the opportunity to gain clock hours of credit toward their professional recertification. (NQ)

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# AFFECTING TEACHER AWARENESS AND ATTITUDES: AN IN-SERVICE PROGRAM STRATEGY FOR RURAL SCHOOLS

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## ABOUT THE AUTHOR

Richard Peters is currently Director of the New Hampshire Supervisory School Union 58 EXPERIMENTAL SCHOOLS project. Funded by the National Institute of Education, Washington, D.C., the Union 58 Project Rural oriented ES program has as its main goal the development of a community centered school instructional program which is enriched by the development of comprehensive (Kindergarten through grade twelve) career/vocational education, language arts, and environmental/outdoor education programs.

He received his Bachelor of Science in Education and Masters of Education degrees from the University of Maine, Orono. The Doctor of Education degree was granted by the University of Rochester, New York, in 1971.

Dr. Peters has worked as a curriculum researcher for an ESEA Title III inner city program; has been a Kindergarten through grade twelve curriculum coordinator; has been a department chairman; has been curriculum consultant to several innovative programs; has been an educational consultant to a Model Cities Education Task Force; has conducted curriculum change projects at the Florida State University laboratory school; has supervised student teachers at the University of Rochester; has founded Educational Research Associates and as projects director was directly involved in classroom research, the development of instructional materials such as a classroom simulation game and a grades 4-6 economics film series; and has been Director of the Union 58 ES project since its inception in July 1973.

Dr. Peters has written several published articles; has developed curriculum guide and resource guide materials for several ERIC clearinghouses; has been inducted into Delta Tau Kappa (Florida State University) and Alpha Kappa Delta (University of Southern California); has been a past member of the Instructional Media Advisory Committee of the National Council for the Social Studies (NCSS); has received a Merit Award from the National Council for Geographic Education; and is currently a member of the Curriculum Committee of NCSS.



October 1975

STATEMENT

The overall purpose of in-service programs is to provide practicing classroom teachers, resource personnel, and building/system level administrators with quality training which 1) develops their awareness of new practices and techniques, 2) exposes practitioners to the 'how-to-do-its' of their profession, 3) provides social interaction situations, 4) allows for the exchange of ideas and experiences, 5) provides the opportunity for skills development/application, 6) provides for exposure to- and interaction with new instructional equipment and materials, 7) directly involves educators in the process of instructional program development, and 8) provides the opportunity to use teachers/staff personnel/administrators as resource people to other educators; using the resource person's expertise and skills in instructional situations.

The structure and purpose of in-service training can provide teachers/staff personnel/administrators with direct enrichment and learning experiences, with vicarious enrichment and learning experiences, and/or with exposure to resource people in the field.

The in-service program can take the form of 'how-to-do-it' workshops, conferences, building or system level meetings, guest speakers, visits to other classrooms/buildings both near-and-far, field trips into both the natural and social environmental surroundings, summer session and/or evening courses, educational television courses (i.e., Sunrise Semester) and/or travel. SEE DIAGRAM I

In-service training programs can be tied into the day-to-day development of instructional materials and programs, can serve the periodic and special needs of educators, can be employed for purposes of exposure to new equipment and materials, and can be used to bring teachers and administrators - teachers and teachers - administrators and administrators together for purposes of social interaction/group training/or the exchange of ideas and experiences. SEE DIAGRAM II

DIAGRAM I In-Service Formats

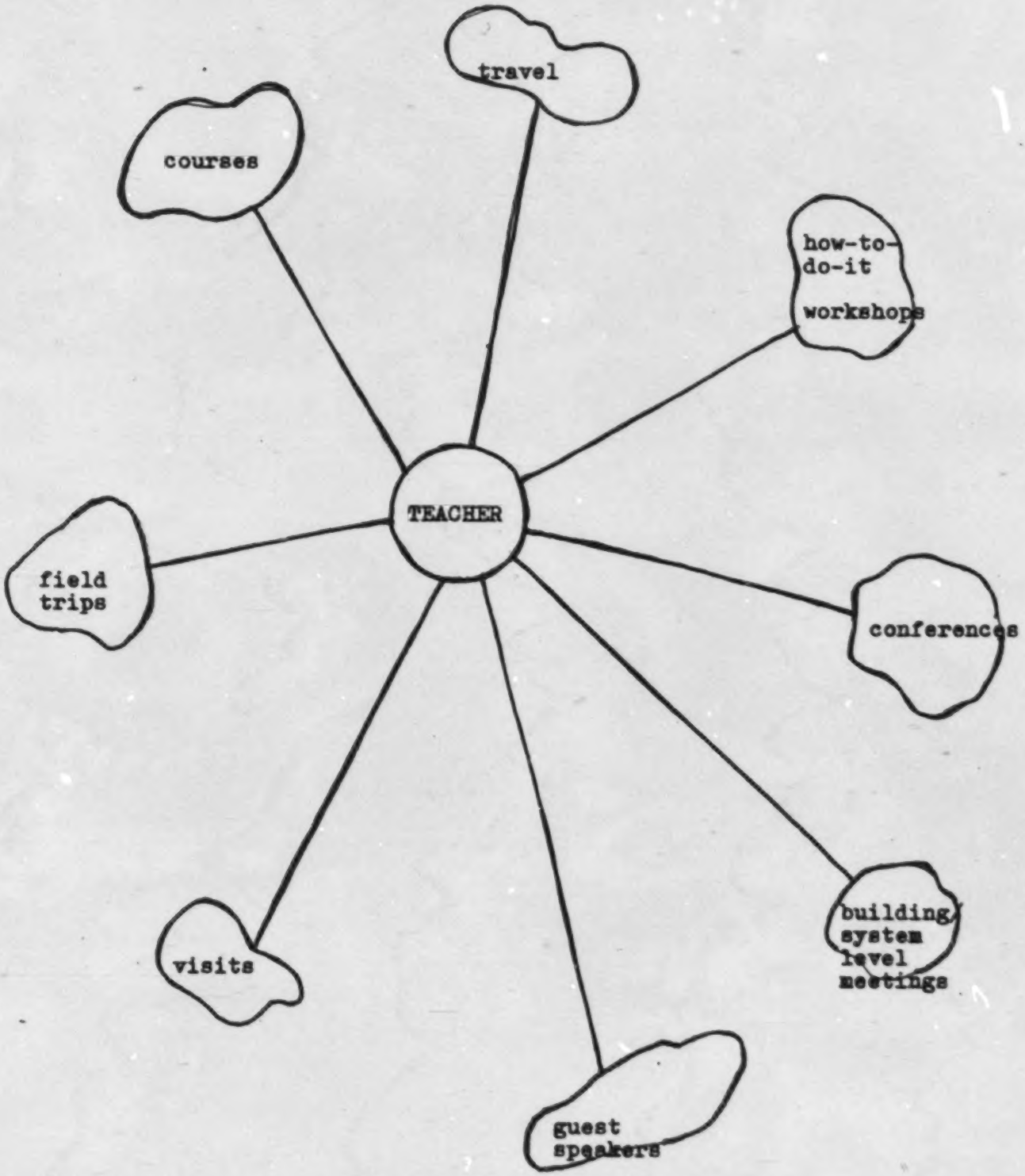
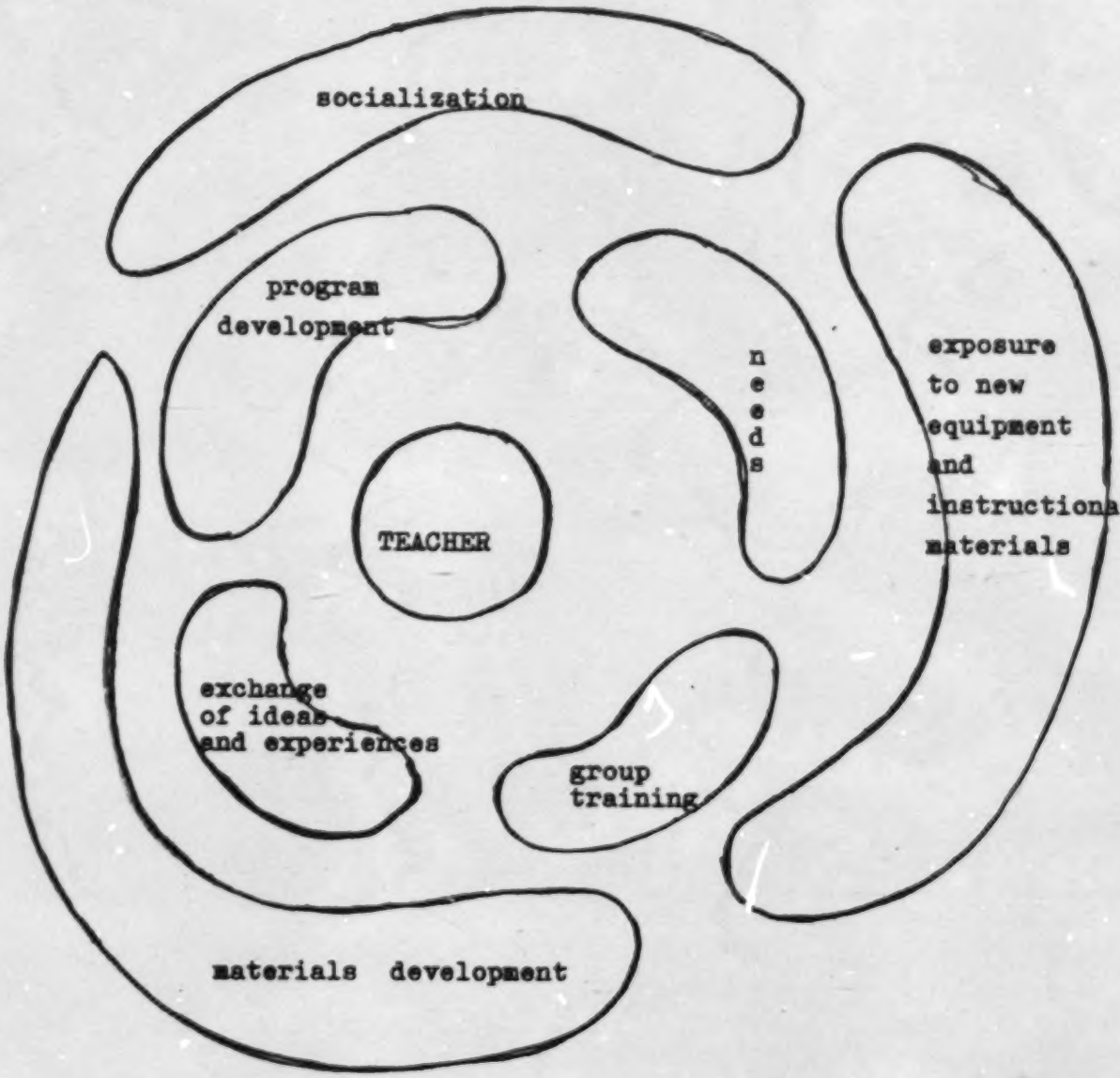


DIAGRAM II IN-SERVICE OBJECTIVES



CASE STUDY

In July 1973, the New Hampshire School Union 58's NIE funded EXPERIMENTAL SCHOOLS project became operational. This project is one of ten (10) projects nationwide which makes up Project Rural.

As stated in its five year plan, the project's central theme is to develop "a community centered school which:

a. utilizes available human and natural resources to foster positive attitudes toward learning.

b. provides individuals with basic skills which will enable them to realize personal goals.

c. utilizes community resource facilities as a basis for lifetime learning opportunities" .

Thus, the overall purpose of the ES project's in-service training program is to provide practicing educators with the opportunities to enrich their learning and to expand their awareness of new practices/techniques in project related components - so that they might better utilize available human and natural resources, provide individuals with basic skills, and utilize community resource facilities for lifetime learning opportunities; to help students learn and to see the relevancy of their educational experiences to their day-to-day lives and to future plans.

The Union 58 ES project consists of an administration component, an in-house level I evaluation component, and three (3) instructional components; career/vocational education, language arts, and environmental/outdoor education, as well as adult education.

Since its first operational year, the local ES project has strived to achieve the following component objectives - as stated in the management-by-objectives format of the project's plan.

Career/Vocational Education

1. Provide for a perceptual enrichment process to acquaint students with a broad spectrum of present and future employment opportunities.

2. Provide both in-service and on-the-job training opportunities which will enhance skills development in a variety of occupational areas.

3. Incorporate human and natural resources into the curriculum.

Language Arts

1. Develop a Language Arts curriculum which insures individual responsibility and accountability for his/her learning activities and decisions.

2. Develop learning situations which allow for and encourage individual self pacing on a limited, selected activity basis.

3. Relate the Language Arts curriculum to the needs of the individual student.

Environmental/Outdoor Education

1. Provide K-12 classroom and on-site learning activities which will develop individual's perceptions of the natural environment and man's relationship to it.

2. Provide K-12 classroom and on-site learning activities which will develop the individual's skills in communications, decision making, and problem solving and will develop a sense of SELF - as related to social interaction situations.

In designing its in-service training program, the ES project director and administrative COUNCIL sought to develop a vehicle which not only serviced the needs of classroom teachers but also provided opportunities for their direct involvement in awareness development, exposure to new programs, skills development, program development, and classroom testing techniques.

In order to involve teachers in the on-going process of program development, a series of workshops and visitations were outlined and conducted. The purpose of the visitations is/was teacher exposure to others who are/were already involved in working with career/vocational education, language arts, and environmental/outdoor education program development and/or revision. The workshops are/were planned to expose teachers to resource people who would instruct them in techniques of presentation, materials identification and/or materials construction, curriculum development and lesson writing, and 'how-to-do-it' activities/projects for students.

There are several different types of 'workshops' which have been developed and employed by the project staff.

WORKSHOPS. The project's concept of workshop involves a variety of organizational strategies and stated purposes.

Workshops are usually day-long or half-day (release time) sessions which provide opportunities for skills development, materials construction, and 'how-to-do-it' techniques. Summer workshops are usually oriented toward lesson development and curriculum writing.

MINISHOPS/SKILLSHOPS. By definition, these activities provide for enrichment experiences. They are usually scheduled for after school hours, on Saturdays, or during school vacations. The mini shops (usually two hours long) are concerned with materials introduction and 'how-to-do-its'. The skillshops are geared toward skills enrichment and are usually scheduled as follow-ups to workshops.

STAFF TRAINING. The environmental/outdoor education component provides for a volunteer teacher outdoor education staff. This staff, working with the EE/OE coordinator, schedules - conducts - evaluates weekend daytrips (one day hiking trips) and overnight camping/hiking trips for students in grades six through twelve.

The OE staff members receive leadership training, first aid training, etc. from the Appalachian Mountain Club (AMC), from paid consultants, and/or from fellow experienced staff members. This training is provided to the staff on weekends, after school, and/or during the summer months.

Workshops and/or minishops - as well as skillshops - can be used as pre-program development activities and post-program development activities as well as training activities which are applied to teacher training and enrichment during the program development process.

LESSON DEVELOPMENT and SKILLS LISTS

In the career/vocational education and environmental education components a stated strategy of lesson card development was devised which differed from the strategy employed in the development of communications skills lists. All three component areas and related staff had been charged in the project's five year plan with the development of instructional programs.

Career/Vocational Education. Beginning in September 1974, the career/vocational education coordinator conducted a series of awareness/exposure workshops - later to be followed up with minishops and skillshops.

Teachers were introduced to newly developed career education materials at the same time that they were being formally introduced to career education as a concept and as an operational reality. The project's first efforts in teacher awareness were to introduce them to the career clusters - as developed and

promoted by the Department of Health, Education, and Welfare - Washington, D.C. .

During the course of the 1974-1975 school year, teachers were directly involved in writing and classroom testing instructional lesson cards. At the end of the 1974-1975 school year a total of eighty-five (85) Kindergarten through grade six (K-6) career awareness lessons had been developed.

During the months of July and August (1975), these lessons were typed on ditto masters, run off, and assembled into a teacher resource guide. Copies of this guide were duly distributed to teachers at the beginning of the 1975-1976 school year in September at teacher orientation.

SAMPLE CAREER AWARENESS LESSON

WORLD OF WORK GRADE RANGE: 6

CONCEPT: To Develop Student Awareness of Others and Occupations

STATEMENT: The purpose of this lesson is to acquaint students with some occupations in the marketing field.

LESSON: 7 class days - 30 minutes per class

GETTING THE GOODS TO USERS (filmstrip)

Follow-up discussion(s): What is supply and demand? How do supply and demand effect us? What is a producer? What is a consumer? How does a salesman earn a commission? What is advertising?

MATERIALS:
- Career Awareness Program - Marketing and Distribution
- Salesmen and Saleswomen in Retail Stores
- Supermarket Workers
- Service Station Workers
- Dairy Product Delivery
- Drug Store Workers
- Our Interdependence on Transportation Workers
- Community Helpers

SUGGESTED ACTIVITIES:

- Visit retail stores, dairy farms, and transportation service facilities.
- Investigate wholesalers and the products they sell.
- Invite guest speakers into the classroom.
- Students bring examples of advertising to class and discuss.
- What makes good advertising?

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Language Arts. In order to involve classroom teachers in the process of curriculum development for grades one through twelve (1-12), there was a need to create an in-service format suited to busy schedules.

The approach used was to conduct small group meetings-to be held both during school hours on a release time basis and after school.

Rather than involve teachers in a lengthy process of curriculum development it was decided that a skills list would be developed for each grade - one grade at a time. Thus, second grade teachers were involved in writing - and later reviewing - a skills list just for the second grade. At a later time, all teachers were involved in coordinating the grades 1-12 lists for purposes of integration and sequence.

In order to develop a series of skills lists which would constitute the basis of a continuous, integrated and sequential communications skills oriented language arts program it was necessary to begin by introducing teachers to a wide variety of materials and to reading consultants who spent several hours outlining basic skills development/enrichment processes for grades 1-12. With this knowledge in hand, the teachers and the component coordinator carefully analyzed the leveled reading series and identified basic skills at each grade level.

SAMPLE SKILLS LIST
GRADE 2

I. READING SKILLS

A. Phonics and Word Attack Skills

1. Know consonants taught in the first grade
2. Know word families
3. Know long vowel sounds
4. Know three letter initial consonant blends
5. Understands concept of syllable ETC.

B. Word Recognition

1. Recognize 220 Dolch words
2. Recognize compound words ETC.

C. Comprehension Skills

1. Finds the main idea in the story
2. Predicts outcomes from facts and events in the story
3. Uses picture and word clues ETC.

D. Literature and Reading

1. Know the difference between a poem and a short story
2. Can follow and remember the plot sequence

II. WRITING SKILLS

A. Formal Writing
B. Creative Writing

III. LANGUAGE SKILLS

A. Mechanics
B. Dictionary Skills
C. Hand Writing

IV. ORAL and LISTENING SKILLS

A. Speaking Skills
B. Listening Skills

Environmental Education. In the summer of 1973, the volunteer outdoor education staff received leadership skills training at the Pinkham Notch site of the Appalachian Mountain Club (AMC) - located at the base of Mts. Adams, Jefferson, and Washington. Thus, the project's weekend camping/hiking program for students in grades six through twelve became operational in September 1973.

During the course of the 1973-1974 school year, the organizational format of the K-12 EE awareness program was established - with the creation of EE lesson cards by teachers and staff members. From September 1974-June 1975, teachers wrote EE lessons and tested them both in the classroom(s) and outdoors.

In order to assist teachers in the development of lessons, the component's coordinator conducted a series of awareness/exposure workshops for teachers; to introduce them to EE concepts and programs, to expose them to 'experts' in EE, and to investigate the wide variety of instructional equipment and materials.

As a follow-up to these workshops, teachers were involved in the writing of lessons, were taken on environmental awareness orientation field trips and nature walks, visited other programs, and took part in conferences/meetings conducted by EE groups.

Currently, grades 7-12 teachers, meeting in small groups with the component's coordinator, are developing lessons for classroom and outdoor use.

Lessons are compiled into teacher resource guides and distributed to Union 58 faculty/staff members.

SAMPLE EE LESSON
GRADE 4

CONSERVATION EDUCATION GRADE RANGE: 4

CONCEPT: People Need To Work Constantly To Conserve Natural Resources

STATEMENT: Because natural resources are finite, MAN must conserve these precious commodities. He must plan to 'harvest'

these natural crops and devise ways by which he can manage their use.

LESSON: 10-15 class days - 30 minutes per class

I. What Is Conservation (filmstrip)

Follow-up discussion: What is conservation? How is MAN dependent upon soil-water-forests-minerals? What are non-renewable resources? Give some examples. Why must non-renewable resources be managed and conserved?

II. The Supply (filmstrip)
The Demand (filmstrip)
Balancing the Supply and Demand (filmstrip)

Follow-up discussion: Human consumption of natural resources. Human use of natural resources. How does a large world population effect the conservation of non-renewable and renewable natural resources? What are synthetics? Give some examples.

III. Using Our Minerals Wisely (filmstrip)
Using Our Forests Wisely (filmstrip)

Follow-up discussion: How important are minerals to life on Earth? Give some examples of Earth's minerals. How does MAN use minerals? In what ways do forests serve life on Earth? What is reforestation? Why is it necessary?

SUGGESTED ACTIVITIES:

- Students collect mineral samples. Supplement collections with research reports.
- Students go on daytrips - collect mineral samples
- Students collect samples of synthetics
- Students make tabletop scenes of natural resource utilization and conservation.
- Draw maps of specific countries and the world - research the topic of population - locate population centers.

COMMENTS

Since May 1975, Union 58 has been operating a teacher recertification staff development program. The ES project's in-service workshops, minishops, skillshops, visitations, and staff training activities compliment the local program and provide teachers with the opportunity to gain clock hours of credit toward their professional recertification.

The State of New Hampshire, while retaining the authority to initially certify teachers/administrators, has delegated responsibility for the periodic recertification of its teachers/administrators to the local school districts/unions; namely, to the several superintendents-of-school.

According to the Union 58 staff development plan, each classroom teacher must accumulate a total of one hundred (100) approved clock hours of credit within a three year period. At the building level, the principal functions as staff development advisor to each and every staff member. At the ES project level, the project director functions as advisor to the project's staff. The superintendent-of-schools serves as staff development advisor to each of his administrative assistants.

With this staff development format in-place, the ES project's in-service training program has come to take on new importance and meaning for all teachers in Union 58 - plus many teachers from outside the union. In addition to providing awareness of- and exposure to facets of career/vocational education, language arts, and environmental/outdoor education for purposes of program development and implementation, the project's enrichment offerings also provide teachers the opportunity to gain recertification credit.

Initially, our ES project workshops were conducted on a teacher release time basis - whereby all teachers were required to attend the activities planned. For workshops, minishops, and skillshops offered on weekends, during vacations, or in the summer months, each participant was paid a stipend of twenty-five dollars per day. It was felt that the project needed an incentive to get teachers to become involved in in-service training.

With the advent of the Union 58 staff development program, many teachers now have a new motivation for participating in project-related in-service offerings - on a completely voluntary basis. Since May 1975, the project has decreased the number of teacher paid workshops and has offered activities after school - rather than on a release time basis during the school day. The teacher participation has increased; evidence of internal motivation.

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In-service programs; content and resources, should service the classroom teacher, service personnel, and administrators who, in turn, service the abilities, interests, and needs of students. Because practicing educators are engrossed in their day-to-day tasks for the better part of any given calendar year, there is a need to meet their concerns and needs on a day-to-day and need-by-need basis rather than having them wait to ask their questions and to receive their answers only during the non-school months (July-August) when summer session courses are offered.

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